

APPENDIX C

JOB DESCRIPTIONS

Grant Project Director

DEFINITION

Functions as a grant program manager, a grant project manager or an administrative representative in controversial, sensitive and/or complex areas which have a major impact on a department's operations and services; performs related work as required.

COMPETENCIES REQUIRED

Knowledge of the principles, theories, techniques and trends applicable to public administration including financial and other resource management, labor relations, objective and plan development, coordination, communication, evaluation, and public relations.

Knowledge and experience in the management and coordination of grant programs.

Knowledge of the organizational structure, functions, procedures, and applicable regulatory requirements for the organization served.

Knowledge of the social, environmental, legal, technological, and political factors impacting the programs, projects, and services delivered.

Knowledge of source materials, guidelines, and methods which can be used to resolve complex problems not always covered by precedents.

Knowledge of the Iowa General Assembly and U.S. Congressional legislative/governmental processes.

Ability to coordinate the people and other resources required to accomplish established objectives without use of supervisory authority.

Ability to read and interpret complex federal and state laws, rules, regulations, and procedures in order to manage programs, projects or services and present solutions to problems.

Ability to solve complicated program or project administration and governmental services delivery problems requiring evaluation of complex information from a variety of sources with few precedents.

Displays high standards of ethical conduct. Exhibits honesty and integrity. Refrains from theft-related, dishonest or unethical behavior.

Works and communicates with internal and external clients and customers to meet their needs in a polite, courteous, and cooperative manner. Committed to quality service.

Displays a high level of initiative, effort and commitment towards completing assignments efficiently. Works with minimal supervision. Demonstrates responsible behavior and attention to detail.

Responds appropriately to supervision. Makes an effort to follow policy and cooperate with supervisors.

Aligns behavior with the needs, priorities and goals of the organization.

Encourages and facilitates cooperation, pride, trust, and group identity. Fosters commitment and team spirit.

Expresses information to individuals or groups effectively, taking into account the audience and nature of the information. Listens to others and responds appropriately.

EDUCATION, EXPERIENCE, AND SPECIAL REQUIREMENTS

Graduation from an accredited four year college or university, master's degree preferred, and the equivalent of five years of full-time professional level experience such as program administration, development, management or operations;

OR

substitution of experience of the caliber and scope indicated above for the required college education on the basis one year of qualifying experience is equivalent to one year of undergraduate education;

OR

substitution of twenty-four hours of graduate level course work in a special program curriculum such as Social Work, Law, Education, Engineering, or Public or Business

Administration for each year of the required experience to a maximum substitution of two years.

Technology Coordinator Position

In the areas of systems management/programming, network coordination, database management, business applications programming and education, initiates/manages plans for major changes of existing systems or installation of new systems and coordinates the work with other IT functional areas; performs related work as required.

COMPETENCIES REQUIRED

Knowledge of a broad range of current and emerging information technology including: software, operating systems, telecommunications, database, and hardware available to be applied to agency needs.

Knowledge of basic system management processes/systems, as required in designated positions.

Knowledge of data modeling methods and techniques.

Knowledge of programming languages, operating systems, or utility programs used by the employing agency, as required by the position.

Knowledge of methods and techniques of systems analysis, design and development, as required in designated positions.

Knowledge of advanced system security methods and techniques.

Knowledge of methods/tools used to troubleshoot information processing system problems and monitor system performance.

Knowledge of administrative aspects relative to planning, budget, accounting, operations management, organization structure, personnel policy and procedures.

Knowledge of accepted principles and standards of research and analysis relative to recommending, coordinating, and implementing information processing systems.

Knowledge of curriculum development, as required in designated positions.

Knowledge of information management, file structures and data representation.

Knowledge of business process analysis methods and techniques used in systems analysis, design and development.

Ability to operate current information systems and peripheral equipment necessary to perform current work functions.

Ability to integrate multiple system management processes/systems, as required in designated positions.

Ability to effectively plan, organize, monitor and coordinate teams carrying out agency information processing objectives.

Ability to apply the knowledge of information technology to formulate and conduct assigned training courses for both information processing staff and customers.

Ability to apply methods/tools to solve complex information system problems.

Ability to analyze current and emerging technology to evaluate and recommend improved and potential uses.

Ability to read and interpret technical written information/instructions.

Ability to prepare and present effective written or oral information for both technical and non-technical agency staff at all levels.

Ability to integrate input from a broad range of sources to apply it to agency information processing systems.

Ability to define and implement information service standards and practices including customer service, database, system development, service levels, security, etc.

Ability to use advanced computer programming methods, techniques, and tools for application development on multiple platforms.

Ability to develop programs of the highest level of complexity.

Ability to coordinate and direct activities of others on the work project.

Ability to interact effectively with individuals at all levels of responsibility.

Ability to plan work, think conceptually, observe and evaluate trends, analyze data, draw logical conclusions and make sound decisions and recommendations.

Ability to understand customer operations, policies and procedures.

Displays high standards of ethical conduct. Exhibits honesty and integrity. Refrains from theft-related, dishonest or unethical behavior.

Works and communicates with internal and external clients and customers to meet their needs in a polite, courteous, and cooperative manner. Committed to quality service.

Displays a high level of initiative, effort and commitment towards completing assignments efficiently. Works with minimal supervision. Demonstrates responsible behavior and attention to detail.

Responds appropriately to supervision. Makes an effort to follow policy and cooperate with supervisors.

Aligns behavior with the needs, priorities and goals of the organization.

Encourages and facilitates cooperation, pride, trust, and group identity. Fosters commitment and team spirit.

Expresses information to individuals or groups effectively, taking into account the audience and nature of the information. Listens to others and responds appropriately.

EDUCATION, EXPERIENCE, AND SPECIAL REQUIREMENTS

Graduation from an accredited college or university and experience equal to three years of full- time work: operating a multi-job computer; installing, operating and coordinating computer based networks; installing/maintaining database management systems; developing business application processes; developing/operating system programs; installing/maintaining personal computers, Local Area Networks and/or servers; managing operating systems; developing/delivering information management training; providing Information Technology (IT) customer service; or designing/administering Internet sites;

OR

an equivalent combination of education and experience substituting the completion of an approved curriculum/specialized training program developed and implemented by or in cooperation with state government; or eighteen semester hours of accredited post high school course work in one of the specialty areas listed above; or certification by an authorized educational institution/major computer or software producer in an area directly related to one of the computer specialty areas listed above, for the required education;

OR

an equivalent combination of education and experience substituting one year of the required experience for thirty semester hours of the required education;

OR

employees with current continuous experience in the state executive branch that includes experience equal to six months of full-time work as an Information Technology Specialist

4.

Administrative Assistant Position

Performs administrative support duties of moderate to considerable complexity and diversity for one or more managers, administrators or program specialists; performs related work as required.

COMPETENCIES REQUIRED

Knowledge of English: grammar, spelling and punctuation.

Knowledge of general office procedures and equipment.

Ability to operate personal computers, medical transcription equipment and use word processing, spreadsheet and database software applications.

Ability to communicate effectively orally and in writing.

Ability to establish and maintain effective working relationships with employees and the public.

Ability to interpret and follow oral and written instructions.

Ability to keep records and maintain alpha, numeric and subject matter files.

Displays high standards of ethical conduct. Exhibits honesty and integrity. Refrains from theft-related, dishonest and unethical behavior.

Works and communicates with internal and external clients and customers to meet their needs in a polite, courteous, and cooperative manner. Committed to quality service.

Displays a high level of initiative, effort and commitment towards completing assignments efficiently. Works with minimal supervision. Demonstrates responsible behavior and attention to detail.

Responds appropriately to supervision. Makes an effort to follow policy and cooperate with supervisors.

Aligns behavior with the needs, priorities and goals of the organization.

Encourages and facilitates cooperation, pride, trust and group identity. Fosters commitment and team spirit.

Expresses information to individuals or groups effectively, taking into account the audience and nature of the information. Listens to others and responds appropriately.

APPENDIX F

Letter of Reference

December 5, 2005

U.S. Department of Education

Office of Postsecondary Education

RE: Application of State of Iowa for Teacher Quality Enhancement Grant
Program for the States (TQE-S) FY05

On behalf of the State of Iowa, I am writing to endorse the proposal for federal funding of a statewide Teacher Quality Enhancement grant that is being submitted by the Iowa Department of Education and the Iowa Board of Educational Examiners. The proposed grant promises to build on the strengths of Iowa's current teacher education programs by (1) developing new approaches to preparing prospective teachers in content-area knowledge; (2) providing workshops and technological support to increase teachers' effectiveness with diverse student populations, particularly English Language Learners; (3) reforming teacher-education programs through analysis of data pertaining to new teachers' classroom performance; and (4) establishing an ongoing series of statewide meetings of educators and education stakeholders for the purpose of addressing key issues in education, such as the alignment of content standards among teacher education programs statewide.

The critical issues in teacher education are foremost in the work we do in Iowa. and I view this grant proposal as a valuable support for the continued improvement of the thirty-one teacher education programs across the state.

I hope you will give the Iowa application every consideration.

Sincerely,

Thomas J. Vilsack

Governor

To: U.S. Department of Education: Office of Postsecondary Education

From: Beverly Bunker, Bureau Chief, Division of Community Colleges and Workforce Preparation, Iowa Department of Education

RE: Application of State of Iowa for Teacher Quality Enhancement Grant Program for the States (TQE-S) FY05

Date: December 14, 2004

On behalf of the Iowa Department of Education, Division of Community Colleges and Workforce Preparation, I am writing to endorse the proposal for federal funding of a statewide Teacher Quality Enhancement grant that is being submitted by the Iowa Department of Education and the Iowa Board of Educational Examiners. The proposed grant promises to build on the strengths of Iowa's current teacher education programs by (1) developing new approaches to preparing prospective teachers in content-area knowledge; (2) providing workshops and technological support to increase teachers' effectiveness with diverse student populations, particularly English Language Learners; (3) reforming teacher-education programs through analysis of data pertaining to new teachers' classroom performance; and (4) establishing an ongoing series of statewide meetings of educators and education stakeholders for the purpose of addressing key issues in education, such as the alignment of content standards among teacher education programs statewide.

Several staff in the Division of Community Colleges will participate in the collaboration described in Goal #4. In particular, because approximately half of Iowa's prospective teachers begin their postsecondary education at the state's community colleges, the Division staff are eager to take part in the proposed grant activities having to do with the content area work described in Goal #1, as well as the grant activities designed to increase Iowa's capacity to deliver effective instruction and support for teaching our increasing population of English Language Learners, as described in Goal #2

The Division of Community Colleges has a great interest in the quality of new teachers that enter the profession each year. We are aware of the critical issues in teacher education and view this grant proposal as valuable support for the continued improvement of the thirty-one teacher education programs across the state and of the teacher education courses provided by Iowa's community colleges.

I hope you will give the Iowa application every consideration.

Iowa Association of Colleges for Teacher Education

December 13,
2004

I am writing as president of the Iowa Association of Colleges for Teacher Education (IACTE) to express the organization's strong support for federal funding of Iowa's Teacher Quality Enhancement Grant proposal. The state proposal is a joint submission by the Iowa Department of Education and the Iowa Board of Educational Examiners. As teacher educators we endorse the project mission of enhancing current teacher education to provide the state with the highest quality new teachers possible. We are especially pleased to see the focus on four specific areas: strengthened content area teaching; improved programming for teaching English language learners; enhanced data analysis support for program assessment; and increased collaboration with other educators within the state.

IACTE represents the teacher education programs throughout the state of Iowa: the three Regents universities, the private colleges and universities, and the community colleges that offer courses in teacher education. Members of our organization have participated extensively in the development of this grant proposal. As president of IACTE, the time I have spent co-chairing this project has been a contribution that reflects the commitment of the organization.

Because IACTE shares a cordial, collegial relationship with the Iowa Department of Education and the Board of Educational Examiners, the objectives and activities in this proposal address a combination of needs observed in the field and from the perspective of state educational officials. The grant's focus on the preparation of new teachers is welcomed by our organization. Member institutions have indicated an interest in participating in various aspects of this initiative. Project outcomes will be strengthened, too, by the planned collaboration of four-year and community college programs with P-12 educators. IACTE and the grant committee view this collaboration as key to improved teacher education statewide. Although the grant would provide much needed financial support, participating P-12 and higher education institutions will be making in-kind contributions beyond what can currently be detailed in the budget.

The teacher educators of Iowa ask you to give due consideration to this proposal and to assist us in our endeavor to continually improve the quality of new teachers prepared for the state of Iowa and for schools across the nation.

Sincerely,

Arlie Willems

Iowa Association of Colleges for Teacher Education

Arlie Willems, President

Mount Mercy College
319-363-8213

1330 Elmhurst Drive NE
awillems@mtmercy.edu

Cedar Rapids, IA 52402

Office of the Superintendent

December 14, 2004

TO: U.S. Department of Education: Office of Postsecondary Education

FROM: Superintendent Dr. Eric Witherspoon, Des Moines Public Schools

RE: Application of State of Iowa for Teacher Quality Enhancement Grant
Program for the States (TQE-S) FY05

On behalf of the Des Moines Public Schools, a designated Enterprise Community, I am writing to endorse the proposal for federal funding of a statewide Teacher Quality Enhancement grant that is being submitted by the Iowa Department of Education and the Iowa Board of Educational Examiners. The proposed grant promises to build on the strengths of Iowa's current teacher education programs by (1) developing new approaches to preparing prospective teachers in content-area knowledge; (2) providing workshops and technological support to increase teachers' effectiveness with diverse student populations, particularly English Language Learners; (3) reforming teacher-education programs through analysis of data pertaining to new teachers' classroom performance; and (4) establishing an ongoing series of statewide meetings of educators and education stakeholders for the purpose of addressing key issues in education, such as the alignment of content standards among teacher education programs statewide.

It is my understanding that in the event of a tie, grant reviewers will select the applicant whose activities will have the most impact on schools located in the nation's Enterprise Communities. The critical issues in teacher education are foremost in the work we do in the Des Moines Public Schools, and I view this grant proposal as a valuable support for the continued improvement of the thirty-one teacher education programs across the state.

I hope you will give the Iowa application every consideration.

Sincerely,

Eric Witherspoon, Ph.D.

Superintendent

EAW:dp

TO: U.S. Department of Education: Office of Postsecondary Education

FROM: Iowa Association for Middle Level Education

RE: Application of State of Iowa for Teacher Quality Enhancement Grant Program for the States (TQE-S) FY05

DATE: 12/15/04

On behalf of the Iowa Association for Middle Level Education, I am writing to endorse the proposal for federal funding of a statewide Teacher Quality Enhancement grant that is being submitted by the Iowa Department of Education and the Iowa Board of Educational Examiners. The proposed grant promises to build on the strengths of Iowa's current teacher education programs by (1) developing new approaches to preparing prospective teachers in content-area knowledge; (2) providing workshops and technological support to increase teachers' effectiveness with diverse student populations, particularly English Language Learners; (3) reforming teacher-education programs through analysis of data pertaining to new teachers' classroom performance; and (4) establishing an ongoing series of statewide meetings of educators and education stakeholders for the purpose of addressing key issues in education, such as the alignment of content standards among teacher education programs statewide.

As an organization, we especially look forward to participating in the collaboration noted in Goal #1: ensuring that the skills of new secondary and middle school teachers will be strengthened in teaching the content areas of reading, math, and science. Individual members of our organization will be involved in the collaborative teams to develop and pilot models for teaching in the middle school; these models will then be incorporated into teacher preparation programs. We also welcome the support for teaching our increasing population of English Language Learners (Goal #2), will use the assessment systems that will be designed for feedback on student teachers and new teachers (Goal #3), and will participate in the statewide education discussion through the proposed summit (Goal #4).

The Middle Level Educators of Iowa have a great interest in the quality of new teachers that enter the profession each year. We are aware of the critical issues in teacher education and view this grant proposal as a valuable support for the continued improvement of teacher education throughout the state.

I hope you will give the Iowa application your greatest consideration.

Marc A. McCoy, Ph.D.

President, Iowa Association for Middle Level Education

To: U.S. Department of Education: Office of Postsecondary Education

From: Jan Reinicke, Executive Director

Iowa State Education Association

RE: Application of State of Iowa for Teacher Quality Enhancement Grant

Program for the States (TQE-S) FY05

Date: December 14, 2004

On behalf of the Iowa State Education Association (ISEA), I am writing to endorse the proposal for federal funding of a statewide Teacher Quality Enhancement grant that is being submitted by the Iowa Department of Education and the Iowa Board of Educational Examiners. The proposed grant promises to build on the strengths of Iowa's current teacher education programs by (1) developing new approaches to

preparing prospective teachers in content-area knowledge; (2) providing workshops and technological support to increase teachers' effectiveness with diverse student populations, particularly English Language Learners; (3) reforming teacher-education programs through analysis of data pertaining to new teachers' classroom performance; and (4) establishing an ongoing series of statewide meetings of educators and education stakeholders for the purpose of addressing key issues in education, such as the alignment of content standards among teacher education programs statewide.

The ISEA looks forward to participating in the collaboration noted in Goal #4. Individual ISEA members will be involved in the assessment process of new teachers that will be used as feedback for teacher education improvement. (Goal #3) The content area work (Goal #1), as well as the support for teaching our increasing population of English Language Learners (Goal #2), will be welcome as we support the entry of new teachers into the P-12 districts in Iowa.

The ISEA has a great interest in the quality of new teachers. We are aware of the critical issues in teacher education and see the proposed grant activities as making a significant contribution to the continued improvement of the thirty-one teacher education programs across the state and of the teacher education courses provided by Iowa's community colleges.

I hope you will give the Iowa application every consideration.

Linking Leadership and Learning

Affiliated with American Association of School Administrators

National Association of Elementary School Principals • National Association of Secondary School Principals

School Administrators of Iowa

12199 Stratford Drive, Clive, Iowa 50325 • phone 515.267.1115 • fax 515.267.1066
• www.sai-iowa.org

TO: U.S. Department of Education: Office of Postsecondary Education

FROM: School Administrators of Iowa

RE: Application of State of Iowa for Teacher Quality Enhancement Grant Program

for the States (TQE-S) FY05

DATE: December 15, 2004

The School Administrators of Iowa has reviewed the TQE grant and is in support of its goals.

With all of the attention on teacher quality both in the early childhood and high school arenas, the middle school has been a bit lost in the shuffle. We are pleased that this grant would help rectify that situation.

We also recognize that establishing a feedback loop between the preparation programs and

the school administrators who evaluate beginning teachers will advance teacher quality in

Iowa. Whatever can be done to create a seamless system of preparation, mentoring and

induction, and on-going quality professional development will be a welcome addition to the

education landscape in our state.

SAI was pleased to be invited to provide input into the grant application itself, and will support the roll out of the grant activities when it is awarded.

Sincerely,

Dr. Troyce Fisher, executive director

School Administrators of Iowa